DOCUMENT RESUME

ED 466 762 CE 083 540

AUTHOR	Ravenhall, Mark; Ogilvie, Margaret; Ewens, David
TITLE	Involving Tutors and Support Staff in the Adult and Community Learning Quality Agenda.
INSTITUTION	Learning and Skills Development Agency, London (England).; National Inst. of Adult Continuing Education, Leicester (England).
SPONS AGENCY	Department for Education and Skills, London (England).
ISBN	ISBN-1-85338-768-1
PUB DATE	2002-00-00
NOTE	52p.; Part of the Adult and Community Learning Quality Support Programme.
AVAILABLE FROM	Learning and Skills Development Agency, Regent Arcade House, 19-25 Argyll Street, London W1F 7LS, United Kingdom. Tel: 020 7297 9000; Fax: 020 7297 9001; Web site: http://www.lsda.org.uk/home.asp. For full text: http://www.lsda.org.uk/files/pdf/A1182.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Educators; *Adult Learning; Check Lists; *Community Education; Developed Nations; Educational Quality; Educational Resources; Employer Employee Relationship; Foreign Countries; Program Development; Program Effectiveness; *Staff Development; *Total Quality Management
IDENTIFIERS	*Great Britain

ABSTRACT

This booklet outlines the new policy context facing adult and community learning (ACL) providers in Great Britain in their pursuit of high-quality learning experiences for their customers. It shows how a Total Quality Management (TQM) approach to supporting staff development can be effective in securing quality. TQM components are values, leadership teams, structures, and processes. Practical examples and case studies showing how this can be achieved are included. In addition, the booklet outlines the Common Inspection Framework (CIF), which is based on seven key questions, and that provides a basis for creating learning opportunities for staff development that will aid their institutions in passing four-year inspections for post-16 learning. The questions are: how well do learners achieve; how effective are teaching, training, and learning; how are achievement and learning affected by resources; how effective are resources; how effective are assessment and monitoring; how well do the programs and courses meet the needs and interests of learners; how well are learners guided and supported; and how effective are leadership and management in raising achievement and supporting all learners? The booklet contains 16 references. (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

niace
promoting adult learning

learning and skills development agency

ED 466 762

involving tutors and support staff in the adult and community learning quality agenda

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M. J. Nowocin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Mark Ravenhall, Margaret Ogilvie and David Ewens

CE 083 540
BEST COPY AVAILABLE

adult and community learning
quality support programme

A 3-year programme to support ACL providers to meet quality requirements of inspection and funding agencies and improve their provision. It is run by the Learning and Skills Development Agency (LSDA) in partnership with the National Institute of Adult and Continuing Education (NIACE) and is funded by the Department for Education and Skills (DfES). The programme includes an advice and information service, a website, quality improvement networks, staff development workshops and consultancy, development projects and case studies. Details of the programme, extra copies of this guide and back-up materials are available on the website www.qualityACL.org.uk

Further guides and workshops are planned on:

- involving part-time staff in the quality agenda
- measuring achievement in non-accredited learning.

niace
promoting adult learning

learning and skills development agency

involving tutors and support staff in the adult and community learning quality agenda

Mark Ravenhall, Margaret Ogilvie and David Ewens

4

Published by the
Learning and Skills Development Agency.

www.LSDA.org.uk

Feedback should be sent to:
Information Services
Learning and Skills Development Agency
Regent Arcade House, 19–25 Argyll Street
London W1F 7LS.
Tel 020 7297 9144
Fax 020 7297 9242
enquiries@LSDA.org.uk

Registered with the Charity Commissioners.

Editor: Jenny Rhys
Designers: Dave Shaw and Tania Field
Printer: Blackmore Ltd, Shaftesbury, Dorset

ISBN 1 85338 768 1

© Learning and Skills
Development Agency 2002

A1182/05/02/3000

You are welcome to copy this publication
for internal use within your organisation.
Otherwise, no part of this publication may
be reproduced, stored in a retrieval system,
or transmitted in any form or by any means,
electronic, electrical, chemical, optical,
photocopying, recording or otherwise, without
prior written permission of the copyright owner.

Further information

For further information on the issues discussed
in this publication please contact:
David Ewens
Development Adviser
Learning and Skills Development Agency
Regent Arcade House, 19–25 Argyll Street
London W1F 7LS.
Tel 020 7297 9074
dewens@LSDA.org.uk

Contents

Introduction	1
The policy context	5
Involving tutors and support staff – a TQM approach	15
Improving current approaches to support for staff	25
Key quality improvement issues affecting all staff	39
Conclusion	43
References	45

About the authors

Mark Ravenhall, a development officer at NIACE, has over 15 years' experience as a teacher and trainer of adults. He helps coordinate support for local authorities involved in adult community learning, with particular reference to quality improvement and staff development. Mark is currently working in the 3-year Adult and Community Learning Quality Support Programme with the Learning and Skills Development Agency where his main responsibility is leading regional quality improvement networks.

Margaret Ogilvie is the NIACE Regional Agent for the Yorkshire and Humberside region. As a senior manager in further education, she developed extensive adult and community provision, nationally recognised for its quality and responsiveness. Margaret was founder member and vice-chair of the West and North Yorkshire Open College Network and a board member of the Language Development Network. She is currently a consultant in both Raising Quality and Achievement and and Adult and Community Learning Quality Support programmes at the LSDA.

David Ewens is a development adviser at the Learning and Skills Development Agency. He currently works in the Adult and Community Learning Quality Support Programme where his main responsibilities are the publications and staff development materials, managing the helpline, organising the website (www.qualityACL.org.uk) and running conferences and staff development workshops for quality assurance and improvement. David has had over 20 years' experience in the post-16 sector as a tutor, teacher educator and manager.

Acknowledgements

Thanks to Janie Craig, Annie Merton, Mick Murray, Ros Parker, Anna Reisenberger and Pauline Nashashibi for their comments and advice on the text.

Introduction

Quality is everybody's responsibility

The quality of an organisation is judged by how well it achieves its purpose. In adult and community learning (ACL), quality is about learners successfully achieving their learning goals. 'Quality control' has to be carried out at all levels within an organisation but it is most crucial at the point where your customers (the learners) interact with your organisation.

Tutors and support staff are crucial

Adult educators have always been encouraged to capture the interest of learners and build on the experiences that adults bring to their learning.

The recent emphasis on placing the learner at the heart of the system means that every aspect of management and delivery should be scrutinised with this in mind. You need to ask 'what impact will this action or this person have on the learner and on the quality of the learning taking place?'.

Staff in adult and community learning know, both from informal conversations and from other feedback, that learners come to and stay in learning when they feel comfortable and supported. Many return to a particular centre where they feel secure and welcomed by the staff, including the administrative and support staff. Many learners cite the support given by a particular tutor as a key factor in their success. Crèche and administrative staff receive similar feedback for the support they give so that learners can gain access to and stay on a course. All staff who are in direct contact with learners will have an impact on their learning experience.

These people include tutors, centre and programme managers, learner and learning support staff, crèche workers, receptionists and administrators, caretakers and canteen staff. They are particularly important in small outreach centres. They both represent the organisation to the learner and can reflect the values and views of the learner back to the organisation more directly and immediately than marketing or learner surveys.

Part-time tutors

Tutors are likely to make the most impact on the quality of the learning experience and yet, within adult and community learning, part-time tutors are often the people who are most difficult to inform, involve, support and develop to ensure continuous improvement throughout the year.

Just as there are barriers to participation for learners, so there are barriers to involvement in quality assurance for part-time tutors, which may be attitudinal or involve more concrete issues.

Managers, coordinators and administrators

Team members can be administrators, programme planners, support staff, leaders on quality assurance, health and safety advisers, leaders on equality and diversity, local community contacts and givers of initial information, advice and guidance. Whatever their role, they are all crucial to the quality improvement of your organisation. In smaller centres one person does many of these roles. How then can these roles be both fulfilling and manageable?

There may be different expectations of a member of staff, depending on his or her job description, role and responsibilities. In some ACL services, centres are managed by curriculum leaders who undertake an overall quality assurance role; ensure the availability of resources; make a significant input to the review and planning process; support and communicate with staff; and ensure that learners' views are heard and their needs met.

In ACL services where centres are managed, albeit effectively and efficiently, by administrators, you need to consider who will take responsibility for curriculum quality and programme planning.

Receptionists and administrators are often the first point of contact with the learner, either in person or on the phone, so not only do they need to share the ethos of the organisation, they also need to understand the barriers to learning. They need to know the right questions to ask and how to respond to the answers. They need access to current information on courses and people to contact for support or further information. They are important members of staff who could welcome or put off a hesitant learner before a tutor or course is ever reached.

Listening to staff

Because staff are so important to an organisation, it is vital that their views are taken into account. Davies and Owen (2001) report a survey on attitudes to work of staff in the post-16 education sector. They show that what happens in colleges does make a difference to how staff feel about their work. One in four employees stated that when they were happy they were more productive. A further 13% claimed that their happiness had a direct effect on customer satisfaction. There is also a correlation between positive staff views of a college and whether students recommend it to others (Davies and Owen 2001, p32).

It follows, then, that it is essential to involve, support and develop staff to the best of their abilities for the benefit of both learners and the organisation.

The survey commented that 'staff perceptions of ... management style seemed to determine whether or not they felt valued', with the following two statements receiving favourable ratings:

- my manager gives me the support I need to do my job effectively
- staff work together in teams.

The role of leadership and management

If the role of staff is to help learners achieve, the role of managers is to ensure that staff are able to do this.

This booklet aims to show how ACL managers can enable staff to contribute to quality improvement within their organisations. It looks at the new policy and quality context in which ACL staff operate. It considers how staff can be supported within the framework of 'total quality management' (TQM). It then examines common approaches to supporting staff in adult and community learning. Finally, it considers current quality improvement issues in adult and community learning and possible ways to involve staff in addressing them.

The policy context

Recent government publications on the post-16 sector have emphasised the centrality of the learner's interests to the quality improvement process. Approaches to external inspection, performance review, self-assessment and development planning have all emphasised the learner's experience of provision. This will mean an increased scrutiny of the interaction between the learner and direct point of contact with your organisation.

External inspection and the Common Inspection Framework

The Common Inspection Framework (CIF) created by OFSTED and the Adult Learning Inspectorate (ALI) set out the principles applicable to inspections of post-16, non-higher education under Chapter III of the Learning and Skills Act 2000. Inspections take place over a 4-year cycle.

The CIF is based on seven key questions. ALI has published draft guidance on what these questions mean in the context of adult and community learning (www.ali.gov.uk). Figure 1 maps the involvement of different staff in meeting the criteria of the seven questions.

Figure 1 The Common Inspection Framework and the involvement of staff

Note: Support staff include administrators, receptionists, learner and learning support workers, caretakers, canteen staff and crèche workers.

CIF key question	Involvement of staff
1 How well do learners achieve?	◻ Tutors achieve a high degree of retention and success with their learners however it is recorded in adult and community learning. ◻ Centre managers and curriculum leaders create and manage the conditions to support tutors in securing high achievement. ◻ All support staff maintain the conditions to support tutors and demonstrate awareness of the importance of learner retention and achievement.
2 How effective are teaching, training and learning?	◻ Tutors deliver high-quality teaching and learning experiences at all times. ◻ Centre managers and curriculum leaders support tutors through staff development and training and observation of teaching and learning systems. ◻ All support staff ensure that systems and procedures work, with efforts focused at all times on achieving excellent learning experiences.

CIF key question	Involvement of staff
3 How are achievement and learning affected by resources?	▫ Tutors ensure that all their teaching and learning resources meet organisational standards and that shortcomings in the learning environment, such as poor heating or broken equipment, are quickly addressed. ▫ Centre managers and curriculum leaders establish and maintain effective procedures for securing high-quality teaching and learning materials (including setting and monitoring 'house' standards). They establish systems for maintaining comfortable learning environments. They help to organise and are involved in delivering staff development. ▫ Support staff (especially administrative staff for learning resources and caretakers for learning environments) ensure that tutors have what they require for the benefit and comfort of their learners by maintaining the systems and processes established by the organisation's management.
4 How effective are assessment and monitoring of learning?	▫ Tutors implement comprehensive assessment procedures, including recording achievement. ▫ Curriculum leaders establish standard assessment procedures for their areas of learning, including 'fit-for-purpose' systems and forms for recording achievement (for accredited and non-accredited learning) (Ravenhall *et al.* 2002). ▫ Support staff (especially administrative staff) help tutors with the smooth running of assessment systems.

CIF key question	Involvement of staff
5 How well do the programmes and courses meet the needs and interests of learners?	☐ Tutors make a full contribution to planning courses in their areas of learning and the centres they work in. ☐ Centre managers and curriculum leaders consult with tutors and support staff in their curriculum planning. ☐ Support staff are consulted on the feasibility and implications of curriculum planning (especially in the area of physical resources and equipment).
6 How well are learners guided and supported?	☐ Advice and guidance workers and tutors offer authoritative, comprehensive and accurate initial, on-course and progression guidance for all learners who require it. ☐ Centre managers and curriculum leaders ensure that tutors and support staff are fully aware what support and guidance are available and have enough information and time to carry out their guidance role effectively (if appropriate through staff development training). ☐ Support staff (especially receptionists and learning support colleagues) are sensitive to learner needs and anxieties, and are able to undertake basic diagnosis.
7 How effective are leadership and management in raising achievement and supporting all learners?	☐ All staff demonstrate understanding of and support for the mission and direction of the organisation. ☐ They participate fully in quality assurance and improvement processes from the 'bottom up'. They 'own' quality assurance; it is not imposed on them. ☐ Equality of opportunity and diversity awareness are observably central to their work. ☐ They put the learner first in their considerations at all times.

The inspection process

During an inspection it is likely that inspectors will want to know how much staff understand the quality processes of the college or centre. They will be seeking to understand the roles staff play in these processes and how much they contribute to the quality of teaching and learning in the college or centre.

They will triangulate evidence from documents, data and lesson observation against evidence from interviews with staff and students to see if policies and procedures affect the learner's experience.

In an organisation committed to continuous improvement, all staff should embrace quality assurance polices and processes and be committed to them in everyday practice. The outcome should be the best possible experience for the learner. However, prior to an inspection, it is wise to check that everyone really does understand and practise these policies and procedures, both as a vindication of claims made about quality assurance and as a support to staff who may be interviewed during the inspection.

Consider whether staff:

- understand the mission, aims and values of the organisation?
- know and follow the procedures to do with teaching and learning, lesson planning, course review, observation of teaching and learning, recording of attendance and attainment?
- understand and apply the policies concerning equality and diversity? Would they know what to do if a specific complaint of harassment were made, for example?
- know where to access support for learners? Could a member of the support staff quickly direct a learner needing childcare or financial support information to the appropriate person?
- comply with the requirements of financial systems?

Figure 2 gives a more comprehensive list that can be checked by inspectors for currency and coherence across the organisation. Staff must be able to provide evidence that they understand and practise quality assurance.

You may also find it useful to have a 'critical friend' look at your practice and interview your staff to check whether an inspector would find that quality assurance policies and procedures actually permeate your organisation.

Performance review

The Secretary of State for Education and Employment stated in his remit letter to the Learning and Skills Council (LSC) (LSC 2000, p2 paragraph 7) that the Council will have 'the key responsibility to plan, fund, monitor and improve the quality of post-16 learning up to higher education'. Circular 02/05 (LSC February 2002, piii), announcing a consultation on improving current arrangements, reiterates that 'Performance review is a key way in which the Council is delivering these responsibilities.'

Evaluations of performance review to date found that the principles behind it are sound, but there is scope for streamlining and widening the evidence base. The circular proposes two rather than three formal meetings per year to report outcomes of reviews, streamlining the framework from 10 to three key areas and possible adjustments to the assessment scale, with revised descriptors, to categorise performance.

Whatever the broad shape of the process, the assessment of a provider's performance is based on information supplied by the provider (and inspectorates) rather than direct inspection of provision. It does, though, involve monitoring visits to providers by LSC colleagues leading to formal review meetings at the appropriate levels.

Actions are then agreed with the LSC to ensure the provider's continuous improvement against agreed targets. Figure 2 shows performance review in terms of the proposed three new 'key groupings' of performance areas (Participation and recruitment, learner experience and performance, and management) that replace the former 10 'key areas' (LSC February 2002, p6).

Figure 2 Proposed new 'key groupings' of performance review and the involvement of tutors and support staff

Proposed key grouping	Involvement of staff
Participation and recruitment, including achievement of targets for enrolments / starts, widening participation and ability to deliver special initiatives for particular target groups	Staff have participated in establishing target enrolment numbers and are committed to delivering them – whether they are 'first contact' staff, guidance workers or classroom tutors. They are aware of the implications of non-compliance. They recognise the importance of widening participation and special initiatives.
Learner experience and performance, embracing learner retention, achievement, destination / progression, satisfaction	All categories of staff recognise the importance of these areas, working to create an overall learning environment and systems that encourage continuing and consistent attendance; high levels of success and progression (if appropriate) on accredited and non-accredited programmes; and high levels of learner satisfaction. All staff ensure that the learning environment is welcoming at all times, comfortable and well resourced. Tutors produce a consistently high standard of planning, tutoring, teaching and learning materials, assessment and guidance, using systems prepared by managers and backed up by support staff.
Management, including planning, financial and data management, self-assessment and continuous improvement, quality assurance arrangements, equality and diversity, learner health and safety and governance.	
Planning	In general, all categories of staff have helped to formulate both their own and the organisation's SMART objectives, and are clear about how to achieve them. SMART objectives are **s**pecific, **m**easurable, **a**chievable, **r**ealistic and **t**ime-bound (LSC January 2002, frontispiece).

Proposed key grouping	Involvement of staff
Financial and data management	All staff understand the importance of financial systems and apply them accurately and effectively. Data (including registers and related information) is collated and returned on time and accurately. Management information systems are accessible, understood by tutors and support staff, and used effectively.
Self-assessment and continuous improvement, quality assurance	Support and administrative staff focus on how best to support tutors in achieving success for learners; full- and part-time tutors deliver high-quality teaching and assessment; managers create and maintain good working conditions and systems for tutors. All staff identify how to improve provision in all areas for the support and success of learners at classroom and 'systems' level.
Equality and diversity	Awareness of and sensitivity to equality and diversity issues are embedded throughout the organisation (Dadzie and Reisenberger 2002). Staff receive and implement updates on organisational policy, national frameworks and equal opportunity legislation. They are involved in impact analysis of policy and monitoring processes. They contribute to analysis of learner participation (for example by gender, ethnicity and disability).
Learner health and safety	Health and safety awareness is embedded throughout the organisation. Staff and learners receive full induction on health and safety, and regular updates and training. Preventative measures are implemented whenever appropriate. Staff demonstrate understanding of health and safety systems and comply fully.
Other aspects of leadership and management including governance	Staff contribute to self-assessment grades for leadership and management through direct representation, regular meetings with governors and councillors, involvement in moderation meetings and through their own contributions to mini self-assessment reports (SARs).

Self-assessment and development planning

Self-assessment and development planning is a systematic process by which a provider reviews its own performance against agreed standards. Your organisation may develop some of its own; others will be national standards. Examples include those in the Common Inspection Framework or in quality frameworks such as Charter Mark, PQASSO, the Excellence Model, Investors in People, Basic Skills Quality Mark, and the Guidance Council Quality Standards.

However you currently ensure your own continuous improvement as an organisation, many ACL providers find self-assessment brings about a significant cultural change in their working practices. It is a challenge to services that rely on a significant number of part-time workers to involve all staff in the self-assessment but it is fundamental because the best self-assessment and quality improvement processes (ie those that have maximum impact on improving the learner's experience) **involve** tutors and support staff in their planning and delivery.

Stage 1 '**All participants** should be aware of their responsibilities within the self-assessment process. They should also be properly briefed on the purposes of self-assessment, the scope of the self-assessment framework, how the self-assessment will be carried out, and the timescales for self-assessment.' (LSC October 2001, p10)

Stage 2 'In order to achieve continuous improvement, **all staff** should be encouraged to monitor and evaluate their own performance and to identify areas for improvement.' (LSC October 2001, p9)

Kenway and Reisenberger (2001) provide a detailed analysis of self-assessment and development planning in adult and community learning.

Common features

It is important to recognise that the stages described here are all components of one process. External inspection and self-assessment based on the Common Inspection Framework and LSC performance review all link up. The common features as they affect staff are listed below.

- Staff need to maintain accurate performance data.
- Tutors should hold appropriate levels of qualifications.
- Providers should plan for professional development and training of all staff and volunteers.
- The concept of the 'safe worker' should be promoted within all learning programmes.
- Reporting and recording of accidents should be thorough.
- Staff should maintain good working relationships with learners and partners.
- Staff should promote equality of opportunity.
- Staff should maintain sound internal financial controls.

(Adapted and summarised from DfES 2001, pp11–14)

Involving all staff – a TQM approach

This chapter explores the role of front-line ACL staff in continuous improvement within a total quality management (TQM) model. TQM has a lengthy pedigree in manufacturing industries and has more recently been adopted by educational institutions.

TQM is based on the premise that if your organisation is to survive in a competitive market you must continuously improve what you do. The TQM definition of quality in an ACL context could be defined as 'consistently meeting learners' needs in the way most appropriate for them'.

It is important to define who your learners are (see Ravenhall 2001, p9 onwards). In a public service, such as adult and community learning, there is also the possible conflict between what different learners want. For example, some may prioritise social aspects of their course over the 'achievement' elements required by funders (Turner and Watters 2001, p3). This may affect part-time tutors and support staff more than any other part of your organisation. Tutors and administrators will have direct contact with what learners say they like about their learning programme and be aware that this may not reflect the requirements of funders or inspectorates. Current guidance is that priority should be given to the primary customer (the learner) within the context of improved information and advice. This information and advice clarifies the outcomes by which learners will be defining and judging their learning programme. An exploration of these issues is fundamental to a TQM approach.

In TQM, quality:

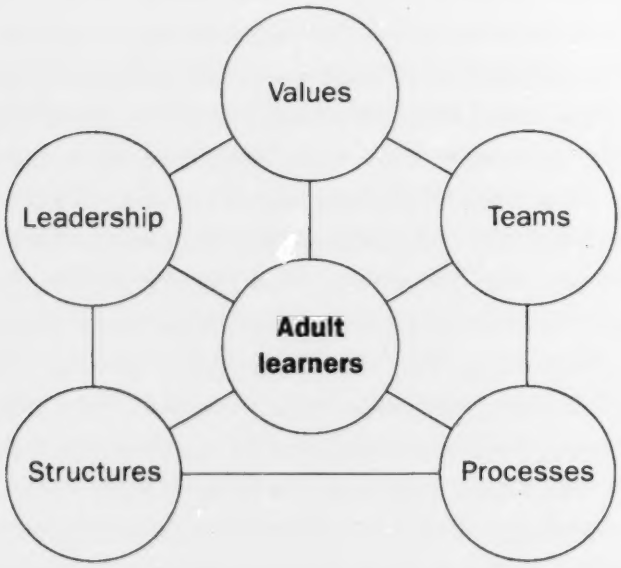
- consists of meeting stated needs and standards
- is achieved by the prevention of work that does not meet standards, not the detection of failure
- is everybody's responsibility
- is driven by the effective team
- depends on effective staff development
- is defined by the customer.

(Adapted from West-Burnham 1992, pp48–9)

The components of TQM

Managing for total quality requires the integration of a range of components that affect your customers' relationship with your service. Figure 3 shows that learners are central to the TQM process and other components are directly related to their experience.

Figure 3 TQM components and adult learners



(Adapted from West-Burnham 1992, p50)

Values

A TQM organisation is characterised by the way its values are given significance and communicated effectively to all staff. The most successful providers are those where values are explicit and shared (West-Burnham 1992, p51). A mission statement is one way of communicating values to customers and colleagues.

A mission statement should:

- define your customers (whom or what area you serve)
- articulate your values (what you believe in)
- explain your relationship to the community (what you are there for)
- provide a sense of challenge (what you aspire to)
- ensure consistency of approaches (how you are all going to work).

If values are important to your organisation it is worth considering how you are going to communicate them to your customers. Your staff, having most contact with the learners and potential learners, are essential to this.

TQM organisations recognise that their work and values are delivered and communicated to their customers by their staff.

Values checklist

- Do you have a mission statement?
- Were your staff involved in developing it?
- Are your values communicated to your learners?
- Are your staff aware of your mission or core values and what they mean in practice?
- Do you survey staff to find out what they think of the organisation's values?
- Is your mission used as a basis for planning and budget-setting?
- Do your values ensure equality of opportunity?

Leadership

The leader articulates the values of the organisation through effective communication with staff and establishing a common purpose and direction, as well as helping staff to deliver on targets. Leaders acknowledge that people are the organisation's key resource. An initial step to effective leadership is to value staff.

Valuing staff means acknowledging their expertise, communicating effectively, devolving real responsibility, involving them in the decision-making process, offering staff development and progression opportunities. It means listening and being accessible when there are work or personal problems, enabling them to do their job by 'managing the detail' and freeing up blocks in resources, staffing and administration.

Recent research by Davies and Owen (2001) on staff attitudes in further education highlighted two factors that link overall levels of satisfaction and job fulfilment for staff. These are:

- whether or not a college (or institution) cared about them, whether they were valued and felt secure
- how effectively staff were communicated with, consulted and involved in the decision-making process.

One approach to total quality leadership is developing a stakeholder information system. This means monitoring:

1. the people (their perceptions, motivations, values, habits, skills and talents)
2. the formal organisation (the physical environment, the technology, and the strategy, structure, policies, and procedures)
3. the informal organisation or culture (the values and norms emerging from the interaction between people and the organisation).

(Source: Covey 1992, p224)

All these aspects involve getting honest staff views of the organisation and their values and perceptions. For example, do all your part-time tutors regard themselves as 'staff' or do they see themselves as a 'supplier'? Does this perception of the working relationship affect the way leaders and managers communicate with tutors and support them?

Managers should ask two questions when considering actions or strategies:

- What do my staff, individually and collectively, need to do the best job they can with learners?
- How will what I propose affect them?

A good manager is a leader, a facilitator and a support for creativity. She or he can help staff translate vision into action. Staff need to know what is expected of them. If they can see where their contribution fits into the 'bigger picture', they will feel their efforts are worthwhile. So, as well as communicating vision and values, leaders need to set out a quality framework. This should pull together policies and procedures, entitlements and standards, plans and review processes. Some services do this in a quality manual and Figure 5 (page 31) shows what this could contain.

Support will include setting clear and accepted performance targets for staff, making sure they have the tools to do the job, and appropriate systems and processes, including induction, communication and staff development. It means feedback on suggestions, being accessible when problems occur and backing staff if things fail when they have worked hard. Adult and community learning thrives on creativity and staff will not take chances in a culture of blame.

It is worth thinking through the practicalities of enabling staff to take part in making decisions as they feel valued when involved. Also, the people who are in closest contact with learners and their communities can offer invaluable information that can be used to inform year-on-year planning.

Case study Taking part in developing quality

At Park Lane College, Leeds, at the start of programme planning for the following year, ACL staff are given relevant information in a simple format, including strategic objectives and targets. This forms the foundation for considering future programmes within a geographic area, and staff use flipcharts and Post-its to brainstorm ideas based on their local knowledge. These local knowledge-based programmes are considered at department and senior team level. They then guide future targets and objectives for the college. Centres have been opened or re-located, courses begun or amended, informed by the input from local staff. Embedding such a process addresses the current requirement to self-assess and produce a development plan.

Many ACL centres have suggestion or feedback boxes for learners. There could also be one for staff. Suggestions must be followed up or feedback given if they cannot be followed up.

Leadership checklist

- ☐ Are the organisation's values and mission communicated to all staff?
- ☐ Are there effective two-way channels of communication?
- ☐ Do staff feel valued; is expertise acknowledged and responsibility devolved?
- ☐ Are staff involved in decision-making processes?
- ☐ Do staff have the necessary information and resources to do a good job, for example information on targets and course materials at the point of delivery?
- ☐ Are there accessible staff development and professional progression opportunities available?
- ☐ Is there someone to listen and offer support when problems occur?
- ☐ Are staff thanked for good work?

Teams

In TQM a key function of any team is to ensure quality. In adult and community learning, this means keeping the focus on a high-quality experience for the learner. There may be curriculum or geographical teams which offer support on staff development, induction and administrative systems, and foster a sense of 'belonging'. There may also be subject teams and 'special interest' teams, such as Basic Skills, assuring quality across the whole provision.

Centre managers may hold regular area team meetings for all staff, including administrative, learning support and facilities staff. The times of these meetings will need to be varied to enable most staff to attend at some point, or fixed around timetables and work patterns. It is unlikely that all part-time staff will be able to attend, so many organisations require a centre manager or senior tutor to update staff who cannot attend as part of their support role. Minutes, short notes and action points should be made available for those not able to attend.

Some organisations produce weekly / monthly / termly news sheets which are circulated around the staff and pinned up in centres. Whatever structured processes you put in, much of an organisation's communication takes place informally, wherever people meet.

Special interest and curriculum teams are very important for ongoing quality assurance. Staff may meet in curriculum teams or grouped areas of interest. This includes administrative staff who can give invaluable and realistic input on the systems which are used for enrolment, data collection and related activities.

It is important that all staff take part in the quality assurance process. Many organisations write a requirement to attend meetings into the contract of part-time staff, depending on the size of the contract (eg a 2-hour per week teaching contract would carry an expectation of attending one meeting per term). When one considers the actual hourly rate of full-time and fractional staff, it is reasonable to assume that the hourly rate paid to contractual staff covers preparation, assessment and some attendance at meetings. Some LEAs write a requirement that staff should be released to attend staff development events into service-level agreements with partner organisations.

Teams checklist

- Do you use teams as part of your quality improvement processes?
- Can staff attend or access information from the operating teams?
- Are team meetings at appropriate times?
- Is information circulated around all centres or venues?
- Do teams have a clear sense of direction?
- Are tasks clear, realistic and understood?
- Are team decisions and actions reviewed?

Processes

The cost of quality is not the cost of improving processes but the cost of not conforming to customers' requirements. The management of this process is a useful exemplification of TQM in action, the most appropriate people to take the decision about improving processes are those who are 'closest to the customer'.

(West-Burnham 1992, p53)

This component is about making sure you have the processes that the learner requires. Once this is done, it is essential to define the roles of staff members in delivering them. ACL quality manuals have a range of approaches (see Figure 5, p31). Processes are often expressed in terms of performance standards and success criteria. Figure 4 simplifies the thinking behind this approach. Who would you get to help with each stage of the process? Who would be responsible for ensuring it happens?

Figure 4 Establishing processes

Stage	Learner requirements	What we need to do	Standard	Success criteria
Enquiries	'I need to find out what is available and have the opportunity to ask questions and get further information or advice...'			
Enrolment	'I want to be able to enrol using a convenient payment method, with confirmation of my payment and joining instructions for my course...'			
On course	'I want my course to live up to my expectations. I want to do well and achieve what I set out to do...'			

29

Think of other things the learner requires in your particular setting and how you will manage and monitor your staffing response to it. For example, 'I am not sure I can afford to pay the fee. I've heard they offer fee concessions. I want to be able to talk about this with someone without feeling embarrassed.' Or, 'I am not sure if I'm on the right course...', 'I am struggling with spelling and punctuation or completing tasks...'.

Ask staff to come up with a list of comments and possible answers. Get them to share these with other staff. These can then be summarised into service standards.

It is particularly important to ensure that communication and the provision of information about quality are comprehensive without being cumbersome. Practical suggestions for building an effective communication process are given in the final section of this guide on page 39.

Being involved in continuous improvement means always looking to maintain and improve what is currently offered. For staff to be involved, they must 'buy into' a commitment to continuous improvement within the organisation, which should build to a culture of continuous improvement, where it is the norm for everyone to ask 'how can this be better?'.

Processes checklist

- Do learner processes support the learning – are they simple, convenient and informative?
- Is there an effective induction process for new staff?
- Is all necessary information easily accessible, perhaps in a tutor handbook or on CD-ROM?
- Do the organisation's processes support teaching and learning or do they inhibit them – are they too complicated and inflexible? Think of the processes involved in obtaining materials, accessing petty cash, booking a minibus.
- Are quality assurance processes and procedures clear and manageable for part-time staff?
- Do they give all the information required internally for course review and planning and externally by funding bodies?

Structures

Organisations that want to become closer to the customer regularly need to review structures as well as processes. Customer requirements, the external legislative or funding environment are all likely to change. For example, how will your organisational structure respond to changes to legislation on equality and diversity issues? (See Dadzie and Reisenberger 2002.)

Remember that the structure of your organisation is the manifestation of its values. What you call your teams and their members reflects what they are in the customers' eyes. The focus of your structure should be on supporting staff as they deal directly with the learner. Teams should be used as the basis of the structure, not incidental to it. The structure should allow real delegation, with staff allowed maximum control over their work.

Structures checklist

- ☐ Do the structures have a 'bottom up' emphasis, with learners, individual staff and teams as the essential building blocks?
- ☐ Is each section adequately supported to respond to learners? ie is course information current and accessible; can learners easily pass through the system; is learner support available and easy for staff to organise access to on the learner's behalf?
- ☐ Can all learners access the programmes on an equal basis? Are there support assistants, language support, physical access?
- ☐ Is information shared between teams and centres?
- ☐ Do different categories of staff have a voice in running the organisation – tutors, learning support assistants, receptionists, administrative staff, buildings maintenance staff?

Improving current approaches to support for staff

This section looks at common approaches to supporting staff and how to improve them for maximum impact on the learner. It relates broadly to all the different aspects of the TQM approach of the previous section.

Recruitment and induction

An advertisement in your local paper for new staff is your first opportunity to communicate with staff and contribute to their development. Local authorities and other public bodies usually have well-developed recruitment systems. These tend to be generic and may have a slant towards full-time staff or staff who do not work in an ACL context. It may be worth reviewing your current advertising material so that it stresses the purpose of your organisation and its learner-centredness. It is also useful to stress your commitment to equality of opportunity at this stage.

When you communicate with applicants it is useful to emphasise the central quality improvement aspects of their work. This may mean that particular aspects of the job description have a greater urgency at particular times. It is important to make clear that recording information is not merely an 'administrative task' that is secondary to teaching; it has an equally important role in ensuring that all learners receive a high-quality learning experience.

This work should be followed up at interview, which should focus on quality improvement work and assess the tutor's potential development needs in that area. This should be recorded and noted for follow up in the tutor's staff development file.

Most organisations have some form of induction process for new staff, varying from a single pre-start meeting to a more comprehensive process. Does your induction checklist include a 'quality' section? Here you could make sure that all staff have been briefed about self-assessment responsibilities and requirements, observation of the teaching and learning process and opportunities to be involved in quality circles. Your induction programme should contain a strong emphasis on quality.

Teamwork and quality circles

The new policy context (see page 5) places an emphasis on analysis of your organisation's quality improvement by curriculum area. For local authorities that have organised provision on a geographical basis this presents challenges. Geographical area teams may not be large enough to be organised meaningfully by curriculum area. Consider the problem from the tutors' perspective. Where do they go for specific curriculum support? Are there any other means of supporting them? Some authorities have used curriculum specialists over a number of areas and discrete providers. Others have funded curriculum networks organised by tutors themselves. New technologies are been trialled with groups for tutors who want to share good practice or ask for assistance. In such forums, quality improvement issues could be addressed either as a standing agenda item or at specific meetings.

Quality circles may operate within curriculum teams or across them. They exist to enable staff to contribute informally to the quality assurance process. A circle can be established where staff at various levels in the organisation attend and discuss specific topics like 'how can the enrolment process be improved for the learner?' Being non-hierarchical, a quality circle could be the responsibility of a part-time member of staff and this additional work could be recognised with some extra payment or remission from teaching.

Effective quality circles:

- recognise staff strengths, build on expertise, give a sense of ownership, offer support
- are for ongoing quality assurance and sharing of good practice
- build in time for organisers
- clarify expectations of attendance / input for part-time staff
- circulate information and good practice.

Meetings, roadshows, briefings and face-to-face contact

Meetings are regarded by some as an 'alternative to work'. For some staff, they may also be a voluntary activity, although this is less prevalent now with managers recognising that staff should be 'paid' for attending meetings. (This is usually presented as a 'contractual obligation' – part of the tutor's hourly teaching rate of pay.)

Adult and community learning is characterised by a large part-time workforce; rural local authorities may have over 500 tutors covering many hundreds of square miles. Meeting such a dispersed workforce presents challenges, particularly as many tutors work at several venues. Do you insist on an induction meeting at each centre? How else would you address the health and safety issues specific to each venue? Do you divide induction into a generic meeting (on quality and curriculum issues) and a centre-based one? Is induction a yearly requirement?

Some organisations have developed staff 'roadshows' in which managers go on a tour of centres and tutors can attend any one of a selection of meetings. A roadshow need not be only an information-giving session. It could be used for listening to the views of staff, exploring solutions to service issues and could be combined with staff development activities.

Ask tutors how they are best supported and many will say through informal conversation with other members of staff. In terms of quality improvement it is important that such contacts are recorded and analysed, so that managers of busy centres will know (and will be able to report) how many times they have had contact with particular tutors. This may act as a 'trigger' for other quality improvement support (staff development, lesson observation, class visits, learner feedback, etc).

Staff handbooks

It is common practice to have a handbook specifically aimed at ACL staff. There is no single way of presenting a handbook; the important thing is to have one that reflects your organisation and its purpose. It can be available in a range of formats.

Most handbooks start with a message from the head of service, principal, or even director of education. Background information should be given on staffing structures, the organisation's purpose, learner entitlement and equal opportunities.

If you do not have a separate quality manual (see Figure 5, page 31), it is important to explain your quality system, how it works and the responsibilities of staff. A comprehensive handbook will enhance learning experiences because it will ensure the smooth running of an organisation and, in particular, minimise disruption when the unexpected occurs. It will cover the values, leadership, teams, structures and processes of a TQM approach.

Because of this, staff handbooks can be lengthy documents. Some organisations have tried alternative approaches, including a 'short and snappy' summary with reference to full document, online access or even a CD-ROM. The advantage of these approaches is that they can be adapted as the external environment changes.

Case study Park Lane College, Leeds: a pocket-sized staff handbook

The department of adult and community education at Park Lane College, Leeds, which employs over 300 part-time staff, produces an A5 booklet of staff information (which fits in a pocket or bag). It gives general college and departmental information including vision, goal and targets; the college organisation structure and the department structure (with photos of key personnel); the name, contact person and number of the community-based centres; a staff calendar and several pages of answers to likely questions such as:

I'm new – is there any support available?

Who do I contact if I am having problems?

What if I'm ill?

How do I get things I need for teaching?

Does the college operate quality circles?

How should I complete my register?

How do I ensure my students are entered for their exams or accreditation?

What about careers guidance?

How do I book a minibus?

The answers are short, giving contacts or pointing to procedures and forms.

The booklet ends:

If you have any other queries or questions please ask your programme manager or any of the administrative staff. We aim to make all centres happy places to work and if you have any ideas for improving the service we give please tell us about them.

Have a productive and enjoyable year!

Case study A CD-ROM approach to staff information and guidance

West Sussex Adult Education Service has produced a 'tutor survival kit' on CD-ROM for its teaching staff after listening to their plea for a cut in their paperwork! As a CD-ROM it has some of the advantages and disadvantages of new technologies. The technology allows you to hear what is being said and even to sample staff development sessions through video clips!

On the other hand, it assumes experience of and access to a computer. West Sussex have addressed this by providing the European Computer Driving Licence free of charge for all tutors before the CD-ROM launch, and this has been backed up with IT taster workshops. In addition, tutors are offered the opportunity to book time at their nearest centre to use computers, and on the latest version of the disk there is a 'computer mini-course' to enable users to get the most from the package.

One of the key features of the package is its flexibility. Tutors can use it when they want, access elements of their staff development when they have the time and send information to colleagues electronically.

Here is an excerpt.

What will I be able to do, know and understand when I have worked through this package?

As you explore the CD you will be able to:

- follow and complete a computer mini-course
- complete lesson plans, schemes of work, tutor logs and course outlines
- produce publicity to promote your course
- access and printout all quality assurance documentation
- access and printout the tutor handbook and other useful contact information
- have a raised awareness of county policy with regard to equality of opportunity, health and safety and first aid
- access and apply for further course information on staff development opportunities
- view and plan your own progression routes for professional development opportunities
- produce a portfolio that can be used as evidence towards further qualifications, for example Teaching Certificate Stage One.

The CD-ROM has a detailed 'user questionnaire' that allows staff to feed back their views and ideas for improvement. Significantly, it also attempts to measure how the CD-ROM approach has affected classroom practice and hence quality improvement. The initial cost of such an approach can be as low as £2 per tutor. Further analysis of the ongoing costs of the programme is being made.

Quality manuals

Some organisations find that using quality manuals allows them to clarify everybody's role in the quality improvement process. It also demonstrates that quality assurance is taken seriously within the organisation. If you are thinking of going down this route, be as specific as possible, both in terms of defining staff roles within the system and in terms of the outcomes you expect and how you will measure them. An example of an outline quality manual is shown in Figure 5.

Figure 5 An outline quality manual

1 A mission statement

- who we are
- what we believe in
- whom we serve
- how we achieve equality and diversity and provide equal opportunities.

2 What we mean by quality

- any theoretical models
- general principles
- quality awards.

3 Our framework and flowcharts

- key documents (eg learner entitlement, service standards, etc)
- the annual quality improvement cycle (diagram) through the self-assessment report and development plan.

4 Organisational structure

- an overview of the organisation: team diagram
- who does what in each team
- list of types of role (eg tutor, crèche worker) and what aspect of quality they are responsible for.

5 The learner's role

- the statement of entitlement or charter
- learning contracts and agreements
- learner questionnaires
- learner self-assessment forms
- learner forums and nominee system.

6 Standards and performance measures

- detailed list of service standards, the performance measure and the person responsible for delivery and monitoring
- equality and diversity monitoring.

7 Managing feedback

- staff questionnaires
- complaints procedures
- learner involvement in decision-making
- feedback on the quality manual.

Staff development

All the above approaches are developmental in some way, but ACL services generally also use a range of other methods. These include annual conferences, Access funds to enable training outside the organisation, and free or subsidised access to courses. Certificated teacher training at Stage 1 and / or Stage 2 is usually available, together with other continuing professional development (CPD) opportunities. For support staff (including receptionists and guidance workers), customer care and guidance qualifications can be available. Some services publish a staff development handbook and make a range of specific training events available to service staff and partner organisations.

The primary purpose of staff development is, of course, to improve the learner's experience and to be able to measure progress. However, the staff themselves, like any group of learners, may have complex motives for attending training events. Their satisfaction with the service provided to them may have a long-term impact on the service provided to learners. This may be in the form of a higher level of staff morale, wider subject-based knowledge, the benefits of observing other teachers at work, etc. So it is important not to concentrate on the provision of 'quality improvement' training to the exclusion of other forms of staff development.

It is also essential that staff receive a high-quality training experience that reflects the demands on them. Have all your training courses got clear aims and outcomes? Does your training course information meet service standards? Is the level of resourcing adequate? Do you have standards for trainers? Are they observed? Are evaluation and feedback used in a formative way?

Case study Improving quality through tutor self-assessment

Derbyshire's Adult Community Education service produces a yearly tutor handbook. Section 3 on self-assessment is 'intended to help [tutors] improve the quality of [their] teaching'. It goes on:

We expect you to measure your own performance against the quality descriptors outlined here, and to have your own priorities for personal develcpment.

The descriptors are divided into a number of sections:

- **curriculum design**
- **pre-enrolment**
- **induction – first meeting of the group**
- **ongoing group induction**
- **group forming and teamwork**
- **late entrants**
- **on-course tutoring**
- **monitoring attendance and follow-up procedures.**

The 'group forming and teamwork' section for example contains eight out of over 90 statements that focus mainly on classroom practice but also emphasise the tutor's role in quality improvement outside the classroom.

(Source: Derbyshire LEA)

Using 'prompts' as a basis for continuing quality improvement

If self-assessment is to involve everyone at every level in an organisation, it requires good initial documents to get people thinking about their own practice. Two examples of such documents are given in Figure 6. The first is aimed at tutors and the second, using key question 3 of the CIF, at caretakers, but it could equally be adapted and applied to other staff. The forms could be distributed before staff meetings focusing on quality or before staff development sessions on the same issue. They could form the basis, with other material, for local centre mini-SARs or be fed into SARs based on the CIF 'areas of learning'.

Figure 6 Example 1 Self-assessment initial audit

Quality improvement question for tutors	Self-assessment grade	Priority for action
Are you effectively using interactive, participative methods so that all students are contributing to the class, and their contributions are valued?		
Have you ensured that all students have a sense of belonging to the group?		
Have you addressed adult returners' main fears? For instance: □ the course will be too hard □ everyone on the course will be better than me □ the course won't fit other commitments □ the course will be too expensive.		
Have you built in a social break and ensured all students join in?		

Key for grades (based on ALI grades 1–5)	Key for priorities for action
1 Outstanding	Very low – review occasionally
2 Good	Low – keep under regular review
3 Satisfactory	Medium – improvements are required in the medium term
4 Unsatisfactory	High – take action after grade 5 priorities have been dealt with
5 Very weak	Very high – take immediate action

Example 2 Self-assessment initial audit

Target group Caretakers

CIF key question 3 How are achievement and learning affected by resources?

'Prompt' questions	How can I improve?	How can the organisation assist me to improve?
How well do your teaching colleagues, managers and administrative staff communicate with you and you with them?		
Do you and your centre have enough equipment and materials (specialist and otherwise) for the learners' benefit and whether they meet current industrial standards?		
Is the accommodation suitable for good teaching, training, learning and support for learners?		
Is the learning environment safe and healthy?		
Does accommodation allow all learners to participate fully, provide access to those with disabilities (eg deafness, limited physical mobility) and fulfil new legislative requirements?		

Observation of teaching and learning

Observation of teaching and learning (OTL) is not merely a quality control mechanism; it is a means of helping tutors improve. For a detailed look at how OTL can be used for quality improvement see *Observation of teaching and learning in adult education* (Ewens 2001). One thing to emphasise is that OTL systems need to be linked to staff development. It is no use having a file of observation records and a record of staff development – but no connection. This is particularly challenging when an ACL provider subcontracts work to a partner. If the provider directly observes the subcontractor's provision, it also has to have a means of achieving change through its own or the subcontractor's staff development processes. A number of subcontracting LEAs have tried to address this by establishing peer assessment models, where staff development issues are shared across a number of providers.

It is important that OTL is presented as a positive part of the quality improvement process, as much about supporting staff and highlighting leadership and management needs as looking at learners' interaction with their tutor.

Course files

Your organisation needs evidence in a format that is useful for improving quality. For many tutors this is not easy, as they have a 'portfolio' of teaching commitments across a range of centres or providers. Course files are one way of ensuring you have the information you need, whether it is required for inspection, monitoring or self-assessment.

Example A 'course record book' format

Style	**A4 size integrated document**
Cover	**Name and logo of organisation** **Academic year** **Course code** **Course title** **Tutor**
Inside front (page 1)	**How to complete your course record book**
Page 2	**Course details (department, course code, course venue, course title, day/time/duration (hours and weeks), name of tutor, examination title, name of examining board (if relevant), number of students entered for exam, tutor's signature, date of class visit, name of class visitor)**
Page 3	**Term 1 plan (scheme of work) (week number/topic and learning objectives/teaching methods and resources/ assignment numbers)**
Page 4	**Term 1 record (week number/date/course content and activities)**
Pages 5–8	**As for pages 3 and 4 but for terms 2 and 3**
Page 9	**Learning assignments and projects autumn term (name of student/nature of task plus grade and comment)**
Pages 10 and 11	**as for page 9**
Page 12	**Student development and progress**
Page 13	**Learning assignments and projects (assignment number/description)**
Page 14	**Course review (tutor comments, then retention, achievement, course content, learning activities, teaching materials, resources, accommodation, health and safety, equality and diversity issues – all considered in terms of strengths and weaknesses)**
Page 15	**Summary of student evaluation (to include summary of current course evaluation questionnaire, then action required/by whom/ by when, then signatures – course tutor, course team leader, head of department).**

(Source: Richmond Adult and Community College)

Other approaches

There are many other effective ways of involving tutors and support staff. Some organisations operate effective mentor systems. Sometimes there is a dedicated mentor who provides support to new tutors so that information from curriculum and centre managers is reinforced and there is extra support with producing session plans, identifying learning outcomes, tracking learner progress, etc. The quality agenda can be explained and emphasised in a straightforward, non-threatening way by someone who is not a line manager. Mentors (either with a dedicated organisation-wide role, in learning centres or across curriculum areas) can be key people in producing revised staff handbooks because they are interacting with new staff and can use their experiences and input.

Working parties, a variant of quality circles, are useful for quality improvements. Tutors who make suggestions for improvements may be pleased to be invited to participate in these, often for specific purposes like getting learner feedback or improving retention.

Key quality improvement issues affecting all staff

As the ACL quality improvement agenda develops, a number of common issues are emerging from the performance review, inspection pilots and providers' own self-assessments and internal reviews. As this increased scrutiny is focused on the learner's and potential customer's interaction with your service, it is worth considering these issues and how they can be addressed.

Figure 7 Initial assessment of needs and prior learning experience

What needs to be done	Who needs to do it
Introduce individual learning plans or a system where providers know and can prove what the starting point of each learner is so that distance travelled can be measured at a later date.	They should be developed preferably on a provider-wide basis by **managers**. In the meantime, build on good practice (eg in basic skills) and encourage **tutors** to record their own work in this area.

Teaching methods

What needs to be done	Who needs to do it
Deploy a wider range of teaching methods that reflects the needs of the learners and their learning styles.	Learning styles training could be made available and also targeted at **tutors** where an issue has been raised in OTL. Learning styles information could be made available in the tutor handbook by **managers**.

Information on progression routes

What needs to be done	Who needs to do it
Make more explicit what in most cases already exists. Make checks to demonstrate that learners have understood it.	This may need to be addressed from both a **curriculum leader** and **manager** perspective. Issues to do with 'sideways' progression should be looked at, as should specialist concerns over 'skills maintenance' for some learners. Whatever the system, **tutors** and **administrative staff** will need to understand the approach used.

Analysis and action from learner feedback

What needs to be done	Who needs to do it
Arrange for learner feedback to take place at a time when it can have an impact on curriculum planning and during a course as well as at the end. Evaluation is often only summative and not in time to affect next year's programme.	**Tutors'** own evaluation should be carried out weekly and recorded. Evidence should be kept in the course file demonstrating how it affected planning. **Curriculum leaders** and **managers** need to ensure there are systems for recording this information and that induction and other processes emphasise its importance.

Formative assessment

What needs to be done	Who needs to do it
Change the emphasis from end-of-course review of learning outcomes to ongoing monitoring of learning.	**Tutors** should ensure that they have evidence that this is taking place. **Managers** need to ensure that staff development and sharing of good practice opportunities are available.

Checking and recording of learner progress

What needs to be done	Who needs to do it
Make evidence available that learners are meeting their learning goals.	**Tutors** should develop their methods of finding out. **Curriculum leaders** and **managers** should look at a learning outcomes model and provide training for **tutors** in its use. **Managers** will require a means of monitoring the process in addition to their OTL programme.

Health and safety

What needs to be done	Who needs to do it
Give more attention to safe working practices in the classroom in particular. Review the suitability of accommodation regularly.	**Managers** need to update training and information opportunities for **tutors** and others such as **caretakers** who prepare rooms. Look at interactive technology: can tutors and others self-assess their recognition of hazards? **Managers** need to have an accommodation strategy that includes a regular review cycle. **Staff** should be enabled to report issues.

Conclusion

This booklet has outlined the new policy context facing ACL providers in their pursuit of high-quality learning experiences for their customers. It has shown how a TQM approach to supporting staff can be effective in securing quality, giving practical examples of how this can be achieved.

If you have further examples of how your organisation supports and develops its staff, please contact the Adult Community Learning Quality Support Programme (ACL QSP). Visit our website to see other examples of innovative good practice at www.qualityACL.org.uk

References

Adult Learning Inspectorate. *Draft guidance on inspection for providers, interpreting the Common Inspection Framework.* ALI, February 2001.

Adult Learning Inspectorate/ OFSTED. *The Common Inspection Framework for inspecting post-16 education and training.* ALI / OFSTED, 2001.

Covey S. *Principle-centred leadership.* Simon and Shuster, 1992.

Dadzie S and Reisenberger A. *Equality and diversity in adult and community learning.* LSDA, 2002.

Davies P and Owen J. *Listening to staff.* LSDA, 2001.

Department for Education and Skills. *Raising standards in post-16 learning: self-assessment and development plans.* DfES, 2001.

Ewens D. *Observation of teaching and learning in adult education.* LSDA, 2001.

Kenway M and Reisenberger A. *Self-assessment and development planning for ACL providers.* LSDA, 2001.

Learning and Skills Council. Remit letter from the Secretary of State for Education and Employment. DfEE, November 2000.

Learning and Skills Council. *Continuous improvement in the quality of provision and learners' performance post 16: a guide for providers on self-assessment and development planning.* LSC, October 2001.

Learning and Skills Council. *Targets: getting smarter.* LSC, January 2002.

Learning and Skills Council. Circular 02/05 *Quality and standards.* LSC, February 2002.

Ravenhall M. *Listening to learners.* LSDA, 2001.

Ravenhall M, Merrifield J and Gardener S. *Fit for purpose: self-assessment for small providers.* LSDA, 2002.

Turner C. and Watters K. *Proof positive – learners' views on approaches to identifying achievement in non-accredited learning.* NIACE, 2001.

West-Burnham J. Total quality management in education in education. In N Bennett *et al.* (ed) *Managing change in education.* Paul Chapman Publishing / Open University, 1992.

[redacted]

adult and community learning
quality support programme

All staff who are in direct contact with learners will affect their learning experience. They may include tutors, centre and programme managers, learner and learning support staff, crèche workers, receptionists and administrators, caretakers and canteen staff. They represent the organisation to the learner and can reflect the values and views of the learners back to the organisation. Quality assurance and improvement is needed at all levels within an organisation but it is most crucial at this point where the customers (learners) interact with your organisation.

This booklet shows how managers in adult and community learning can enable tutors and support staff to contribute to quality improvement within their organisations. It outlines the new policy context facing ACL providers as they pursue high-quality learning experiences for their customers. It considers how tutors and support staff can be supported within the framework of total quality management (TQM) and gives practical examples of how to achieve this.

ISBN 1 85338 768 1

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☒ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").